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## EDITORIAL NOTES.

GEORGE HERBERT LOCKE.

IT seems a fitting place in this number to mention the increased efficiency of the course of study in our high schools since the College Entrance Examination Board has come into existence and promoted educational unity.

*THE INTERFERENCE  
OF EXAMINATIONS  
WITH THE COURSE  
OF STUDY*

It is not so long ago since we were in almost as bad a condition as that of a secondary school in England described by Mr.

Acland at the meeting of the secondary-school conference at Manchester. He said that this school had an attendance of from ninety to a hundred boys who were being prepared for the following external examinations: Oxford locals—senior, junior, and preliminary; London matriculation; Victoria matriculation, intermediate examinations of the London University; civil service—second-class clerks, boy clerks, assistants of excise; preliminary examinations for the medical and dental professions; and occasionally a boy for entrance at Oxford or Cambridge. And we suppose that professors and other educational theorists expect that the teachers in such a school as this must impart knowledge in an interesting manner and form the characters of these lads. Doubtless they are recommended to put the thought of examinations far from them, as if that were possible in such an examination shop! It is no wonder that the secondary-school teachers in this conference are rebelling against this examination evil and have recommended to the government that there be established a scheme of examinations for secondary schools that will be under the direction of a board, representative of the joint matriculation board of the universities of Lancashire and Yorkshire, and also of local authorities for secondary education in the areas served by such universities, and of the teaching profession; and that school certificates be issued in connection with such examinations. In this way there will be established a general system of examination and inspection that will enable students to pass into the universities, and into the various professions and public offices by passing the one and same examination. The one examination provides for a development of educational unity, while the inspection system aids the examiners in arriving at a more just decision in regard to candidates. It is thus a combination of our examination system and a part of our accrediting system.

It is a brave educator nowadays who is willing to make a distinct protest against the desire for the introduction of the so-called practical subjects into the curricula of our high schools. Especially is this so in regard to the commercial subjects which are supposed to train our boys so that they will become good

business men. It is interesting to notice that it is generally the man in educational work who can prove to his own satisfaction that commercial education prepares for business life. The man in business who has to handle our product is not always so keen to demonstrate in a practical manner the soundness of our theory. He very often selects the boys who have had none of these subjects, but who have had a good training in the art of doing things other than commercial. Mr. John Harrison—one of the shrewdest Scottish merchants in Edinburgh and head of the Merchant Company—declared, at a recent meeting of the schools maintained by this company, that education did not consist in snippets of shorthand, bookkeeping, typewriting, and business routine. Indeed, he said that was neither education nor business. His own suggestion for a curriculum—by which he doubtless meant what he should like a boy to know who might enter his company—was one comprising English, mathematics, modern languages, science, and drawing, not, however, on the old scholastic lines, but in keeping with the modern spirit, and with a direct bearing upon practical life.

*EDUCATION AND  
BUSINESS*

THE report of this board is always one of the most interesting events of the year to those who are engaged in the work of preparing the boys and girls of our secondary schools for college. Even those in the Middle West who believe so strongly in the accrediting system scan, with great interest the examination papers and look for the results which appear with such commendable regularity each autumn. We have in former November issues of this journal drawn attention to the growing success of this experiment in promoting educational unity, and it is not too much to say that much of this success is due to the excellent manner in which the business administration is carried on. The business world is prone to accuse the educational world of lack of business instinct, and often there is some justice in the charge, but the management of this board is one of our bright spots. Every possible mistake in the conduct of the examinations, both as to the business management and the content of the papers, seems to have been safeguarded, and the secretary sends out each year a full and lucid report of decided educational value which is a model document. Beginning in the Association of Colleges and Preparatory Schools of the Middle States and Maryland, it has in these few years become national, and now any college or university in the United States which has a freshman or entering class of not less than fifty students may, by vote of the board, be admitted to membership. In addition to this, and in recognition of the excellent work that is being done in our various associations of secondary schools, it is now possible for the New England Association of Colleges and Preparatory Schools, the Association of Colleges and Preparatory Schools of the Middle States and Maryland, the Association of Colleges and Preparatory Schools of the Southern States, and the North Central Association of Colleges and Preparatory Schools, to appoint one secondary-school representative for every three colleges and universities represented in such association and admitted

*THE FOURTH  
ANNUAL REPORT  
OF THE COLLEGE  
ENTRANCE  
EXAMINATION BOARD*

to membership in the board, provided that the number of representatives appointed by any one association shall in no case exceed five. This does not, of course, prevent representation on the board of any college or university which is accepted, but refers to representation as an association. During the year Harvard University and the Western Reserve University have been admitted to membership, and the New England Association and the North Central Association have appointed each a representative. A very interesting plan is under discussion with Oxford University by which it is hoped that American candidates for Rhodes scholarships will become eligible for appointment on passing the examinations of this board.

The requirements in mathematics have been modified by the adoption of the recommendations made by a committee of the American Mathematical Society and published in this journal in our November issue of last year. Under the new plan, elementary algebra will include the arithmetical and geometrical progressions, but will exclude permutations, combinations, and logarithms. There is a recommendation in regard to Latin and Greek by which examinations in Latin *h* (Virgil, *Eclogues* and *Georgics*), *i* (Virgil, *Aeneid* vii-xii), *k* (Cicero, *De Amicitia* and *De Senectute*), and Greek *d* (Homer, *Iliad*, vi-viii) and *e*, are to be dropped, and two new examinations—one in the translation at sight of Latin poetry, and the other in the translation of Homer at sight—are to be added.

The ages of the candidates seem to remain in about the same proportion as last year, as about 50 per cent. were seventeen or under. In all there were 1,817 candidates—an increase of 97 over the preceding year. Of these, 688 were educated in public high schools, 299 in academies and endowed schools, and 700 in private schools. Their applications show that they desired entrance to some 42 institutions, as against 27 in the preceding year, thus showing a very large increase in the territory covered by these examinations.

We are publishing again the table in which appears a detailed account of the results of the examination. This is done because we believe that if teachers in our high schools will procure copies of the examination papers, published for the board by Ginn & Co., and compare these with the results, they will receive many suggestions that will help them to improve the efficiency of their teaching. The ratings for 1901, 1902, 1903, 1904, are worthy of consideration.

Ratings	1901	1902	1903	1904
90-100.....	7.1%	6.7%	6.3%	6.1%
75- 89.....	20.2	17.8	20.0	21.4
60- 74.....	32.0	31.4	31.9	32.6
50- 59.....	11.2	12.4	11.8	12.1
40- 49.....	11.7	12.4	11.1	11.1
0- 39.....	17.8	19.4	18.9	16.7

	No. of Candidates	Ratings 90-100	Ratings 75-89	Ratings 60-74	Ratings 50-59	Ratings 40-49	Ratings 30-39	Ratings 20-100	Ratings 50-100	Ratings 40-100
		%	%	%	%	%	%	%	%	%
English—										
a) Reading .....	1,033	3.5	29.4	37.9	13.1	7.1	9.0	70.8	83.9	91.0
b) Study .....	923	4.5	22.0	36.2	14.7	10.2	12.5	62.6	77.3	87.5
	1,956	4.0	25.0	37.1	13.8	8.5	10.6	67.1	80.9	89.4
History—										
a) Ancient .....	236	4.7	14.5	39.4	20.3	11.4	9.8	58.5	78.8	90.2
b) Medieval and Modern .....	60	1.7	5.0	45.0	11.7	21.7	15.0	51.6	63.3	85.0
c) English .....	371	1.6	14.6	34.8	18.6	15.7	14.8	50.9	69.5	85.2
d) American .....	386	2.6	16.8	33.9	21.0	14.8	10.9	53.3	74.3	89.1
	1,053	2.7	14.8	36.0	19.4	14.7	12.2	53.7	73.1	87.8
Latin—										
a) (1) Grammar .....	769	6.1	29.5	30.3	15.0	10.2	8.9	65.9	80.9	91.1
(2) Composition .....	719	6.2	18.3	27.7	7.2	10.7	29.9	52.2	59.4	70.1
b) Caesar .....	455	6.6	24.9	36.7	9.7	8.8	13.5	68.0	77.7	86.5
c) Cicero .....	653	7.2	29.2	31.1	13.5	6.4	12.6	67.5	81.0	87.4
d) Virgil, <i>Æneid</i> , I-VI .....	462	6.1	40.9	28.2	6.7	7.1	11.0	75.2	81.9	89.0
e) Nepos .....	16	6.3	...	68.7	...	...	25.0	75.0	75.0	75.0
f) Sallust .....	19	5.3	15.8	52.7	5.3	10.5	10.5	73.7	79.0	89.5
g) Ovid .....	16	6.3	12.5	18.7	...	...	62.5	37.5	37.5	37.5
h) Virgil, <i>Ecl.</i> and <i>Georg.</i> .....	4	...	25.0	25.0	...	...	50.0	50.0	50.0	50.0
i) Virgil, <i>Æneid</i> , VII-XII .....	1	...	100.0	...	...	...	100.0	100.0	100.0	100.0
k) Cicero, <i>Am.</i> and <i>Sen.</i> .....	3	...	...	100.0	...	...	100.0	100.0	100.0	100.0
l) Advanced composition .....	461	2.1	15.6	34.9	8.9	11.5	26.9	52.7	61.6	73.1
m) Sight translation .....	539	6.1	23.4	28.4	10.4	12.1	19.7	57.8	68.2	80.3
	4,117	5.9	25.6	30.8	10.3	9.5	17.6	62.6	72.9	82.4
Greek—										
a) (1) Grammar .....	169	12.4	20.7	28.4	12.4	7.1	18.9	61.6	74.0	81.1
(2) Composition .....	165	4.8	20.0	35.0	5.5	9.7	24.9	59.9	65.4	75.1
b) Xenophon .....	176	8.5	31.2	26.7	9.7	10.2	13.6	66.5	76.2	86.4
c) Homer, <i>Iliad</i> , I-III .....	127	18.9	44.9	22.0	3.9	3.1	7.1	85.9	89.8	92.9
d) Homer, <i>Iliad</i> , VI-VIII .....	9	44.5	33.3	22.2	...	...	...	100.0	100.0	100.0
f) Advanced composition .....	122	7.1	19.7	20.5	11.5	12.3	19.7	56.5	68.0	80.3
g) Sight translation .....	149	11.4	31.5	33.5	8.7	8.1	6.7	76.5	85.2	93.3
	917	10.8	27.0	29.3	8.6	8.4	15.3	67.7	76.3	84.7
French—										
a) Elementary .....	661	4.0	22.0	33.8	12.9	13.0	14.4	59.7	72.6	85.6
b) Intermediate .....	330	3	10.3	35.3	23.0	14.5	16.4	46.1	69.1	83.6
c) Advanced .....	55	...	...	3.6	7.3	20.1	69.1	3.5	10.8	30.9
	1,046	2.7	17.1	32.7	15.7	13.8	17.8	52.7	68.4	82.2
German—										
a) Elementary .....	693	6.9	26.1	34.9	7.9	11.0	13.1	68.0	75.9	86.9
b) Intermediate .....	304	3.3	23.4	39.8	12.5	10.2	10.9	66.4	78.9	89.1
c) Advanced .....	48	...	8.3	25.0	16.7	10.4	39.6	33.3	50.0	60.0
	1,045	5.6	24.5	35.9	9.7	10.7	13.7	65.9	75.6	86.3
Spanish .....	18	...	22.2	38.9	11.1	16.7	11.1	61.1	72.2	88.9
Mathematics—										
a) Elementary algebra:										
(1) To quadratics .....	1,060	10.8	20.0	29.1	11.8	12.4	16.0	59.8	71.6	84.0
(2) Quadratics, etc. ....	1,004	9.7	19.2	30.6	12.3	12.2	15.8	59.7	72.0	84.2
(3) Progressions, etc. ....	500	7.8	13.0	22.8	7.8	13.2	35.4	43.6	51.4	64.6
b) Advanced algebra:										
(1) Series .....	63	...	1.6	30.2	12.7	14.3	41.3	31.7	44.4	58.7
(2) Theory of equations ..	67	...	1.5	32.8	13.4	15.0	37.3	34.3	47.7	62.7
c) Plane geometry .....	994	7.4	14.7	28.4	11.2	12.9	25.5	50.4	61.6	74.5
d) Solid geometry .....	322	4.3	9.0	25.5	10.9	16.2	34.2	38.7	49.6	65.8
e) Trigonometry:										
(1) Plane .....	271	4.8	20.3	38.3	14.4	10.7	11.5	63.4	77.8	88.5
(2) Spherical .....	54	1.8	16.7	33.4	16.7	14.9	16.7	51.7	68.4	83.3
	4,335	8.1	16.4	28.9	11.5	12.8	22.1	53.6	65.1	77.9
Physics .....	351	5.4	21.4	45.3	10.5	11.1	6.3	72.1	82.6	93.7
Chemistry .....	255	1.9	11.0	43.5	15.3	17.3	11.0	67.4	82.7	89.0
Botany .....	18	5.6	22.2	16.7	27.8	5.6	22.2	44.4	72.2	77.8
Geography .....	7	...	42.9	42.9	...	...	14.3	85.7	85.7	85.7
Drawing .....	157	12.8	21.7	49.7	8.9	3.2	3.8	84.1	93.0	96.2
Total .....	15,275	6.1	21.4	32.6	12.1	11.1	16.7	60.1	72.2	83.3

The results in English show but little variation from those of last year, and the results in history show the same unsatisfactory condition as we commented upon last year. Only 53.7 per cent. were able to attain a rating of 60-100. There is a slight improvement in history, but hardly worth the mention. The highest rating was in ancient history, and the lowest in English history. There is a decided improvement in Latin grammar and composition, especially in the former, and Cæsar has regained some of the ground lost last year. Advanced composition and sight translation shared in the improvement, but there is still much room for growth. The number of candidates in Greek decreased, and the results show no great differences. In French the number increased, and in the same proportion did those in German. It is remarkable how evenly divided are the candidates in these two modern languages. In 1903 there were 962 candidates offering French and 964 offering German; in 1904 the number offering French had increased to 1,046 and offering German to 1,045. Spanish is hardly to be reckoned with, a only 15 candidates wrote in 1903, and 18 in 1904. The results in algebra show a slight improvement, except in the advanced work, where a lamentably large number have a rating of 0-39. Plane geometry and solid geometry both fall below the standard of last year, the decrease in the latter being specially noticeable. In 1903 the rating 90-100 in solid geometry was given to 19 per cent. of the candidates, while this year only 4.3 per cent. attained it. The trigonometry shows better results this year. In the sciences physics shows the largest increase in the number of candidates, and the results are about the same as those of last year. The results in chemistry are a little disappointing, as but a small number of students were able to rise above the 60-74 rating. Botany shares with Spanish the number 18, while geography has 7, and drawing 157. Geography shows the only noticeable decrease of the year.

A very gratifying feature of the operations of this board is that it has been managed so carefully that it is rapidly advancing to a self-supporting basis. An educational experiment that is successful financially as well as educationally, and not the latter sacrificed to the former, is an admirable object-lesson.

WHILE it is recognized that the state is the ultimate authority in education, and is responsible to the people for the proper facilities being furnished whereby every boy and girl may have the benefits of education, the practice has been to allow the organized municipalities to carry out the plan of the work according to local needs and local resources.

In this way the conduct of education has been kept free from the entanglements of state politics. The glaring exception to this is the state of Ohio, whose legislature has recently passed one of the most drastic laws that we have seen. No one pretends that the members of a legislature are elected on an educational platform, or that they are competent judges of an educational policy when framed, not to mention the actual framing of one. Yet this legislature has passed a law which affects the well-being of every child in that state, and this without mature consideration or expert advice from those whose life-

THE EXTRAORDINARY  
EDUCATION ACT  
OF THE STATE  
OF OHIO

work is the conduct of education. The legislature would not dare to pass a law affecting in such a way any other interest, for at once it would have arrayed against it moneyed interests, the power of which would endanger the political lives of these legislators. The situation is different in regard to education, and just because there is not an organized opposition, and in the nature of things cannot well be, education seems to be looked upon as a legitimate prey. No one can pretend that the law was in the interests of the girls and boys who are attending the schools in that state, but the whole affair bears upon its face indications of graft, whether that be pecuniary or political. Such actions as these tend to bind together teachers for self-protection and encourage those who are agitating for the organization of teachers, after the manner of labor unions.

The new code makes the school term uniformly thirty-two weeks; every school trustee or school-board member in every city, borough, and township is to go out of office at the close of 1904, and men and women newly elected are to take their places; every teacher's certificate to teach will go out of commission on September 1, 1905; every superintendent in the state, whatever his contract, must come up for re-election by the new board. True, the teacher or superintendent in office must be first voted upon before the name of a new applicant can be considered, but that is a very slight concession. All teachers' examinations will henceforth be conducted by the State Department of Education instead of by county examiners. In some respects this provision is not unwise. It at least has possibilities for good, as much will depend upon the manner in which these state examinations will be conducted. All teachers, regardless of age and experience, must submit to an examination. This will cause much trepidation, and in some cases work real hardships, for the subjects of an examination held in 1905 will be very different from those studied by teachers now a long time in service. In very many cases inability to pass these examinations will by no means signify lack of knowledge or inability to teach. In cities of more than 50,000 population a portion of the members must be elected on a general ticket, and the rest by subdistricts, the present school board determining the number. Cleveland will have 5 at large and 2 by districts; Cincinnati, 3 at large and 24 by districts; Toledo, 3 to 2; Columbus, 3 to 12; Dayton, 2 to 18. Of the other 66 cities of 5,000 and upward, Delaware, Wooster, and Zanesville will have a board of 3, while 12 will have 5, 33 will have 6, and 18 will have 7. An interesting provision in the bill is the absolute denial to any city or town of the right to allow the superintendent to appoint and remove teachers without the formal approval of the school board.

The whole bill emphasizes state control, and is a very radical piece of educational legislation.